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# CD 511 The Pastor and Christian Discipleship

Catherine Stonehouse

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## Syllabus

**Course:** CD511 W1 (SP 2009)  
**Title:** Pastor and Christian Discipleship  
**Hours:** 3.00  
**Published:** Yes, on 01/30/2009  
**Prerequisites:**

*None*

**Department:** Christian Discipleship  
**Faculty:** Dr. Catherine Stonehouse



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### **Meetings:**

During 02/09/2009 to 05/22/2009 on Tuesday and Thursday from 1:00p to 2:15p in AD303.

### **Maximum Registration:** 50

**Catalog Description:** This course explores the foundations of Christian discipleship in Scripture, theology (including Wesleyan distinctives), and educational and human development theories. It examines the pastor's role in guiding the forming and transforming of disciples across the lifespan, discerning and communicating a vision for Christian discipleship, and empowering laity to fulfill that vision.

### **Objectives:**

Catherine Stonehouse, Ph  
Final Syllabus  
Catherine Stonehouse, Ph.D.  
Course Syllabus  
Professor of Christian Education  
Spring 2009  
Asbury Theological Seminary - Wilmore, KY 40390  
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## CD 511 THE PASTOR AND CHRISTIAN DISCIPLESHIP

Three Hours

This course explores the foundations of Christian discipleship in Scripture, theology (including Wesleyan distinctives), and educational and human development theories. It examines the pastor's role in guiding the forming and transforming of disciples across the lifespan, discerning and communicating a vision for Christian discipleship, and empowering laity to fulfill that vision.

### COURSE OBJECTIVES

The goal of this course is that you will grow in your ability to communicate the faith through teaching and discipling ministries with children, youth, and adults, and to lead others to become involved and grow in their abilities to serve effectively in these ministries.

By the end of this CD511 adventure, you will be able to:

Articulate biblical and theological principles for the church's educational/discipling ministry (purpose, process, and leadership roles).

Evaluate educational perspectives from the social sciences and the field of religious education.

Design teaching plans using the learning style model for instruction.

Recruit and equip God's people for ministries with all ages and assist your congregation in understanding how lay and clergy work together as the Body of Christ.

Lead the laity to implement and evaluate new ways of doing CE ministry using insights from change theory to design plans.

Develop your theology or philosophy of Christian education and discipleship, which integrates findings from the social sciences, with biblical and theological perspectives, and considers Christian education's connection to evangelism and the Great Commission.

Articulate your excitement for Christian education's role in helping the people of God grow in Christ and fulfill the Great Commission

### ASSIGNMENTS

#### Reading

**Course Packet** – Posted in the Virtual Classroom: Chapters by Nouwen, Carr, Browning, Stonehouse

***Postmodern Children's Ministry: Ministry to Children in the 21<sup>st</sup> Century***, Ivy Beckwith

***The Godbearing Life: The Art of Soul Tending for Youth Ministry***, Kenda Creasy Dean and Ron Foster

***Growing in the Life of Faith: Education and Christian Practices***, Craig Dykstra

***John Wesley's Class Meeting: A Model for Making Disciples***, D. Michael Henderson

***Disciple Making Teachers: How to Equip Adults for Growth and Action***, Josh Hunt with Larry Mays

***Patterns in Moral Development***, Catherine Stonehouse

***Soul Stories: African American Christian Education***, Anne Streaty Wimberly

***The Kolb Learning Style Inventory*** Version 3.1

#### The Gospel of Mark

Consult the Course Schedule for dates by which sections of the reading should be completed.

**Submit a card indicating the completion of all readings in each of the assigned books.**

**Note that reading due dates are in the course schedule.**

### Class Participation (10)

Participation in class discussions, the sharing of insights, and attentiveness to the perspectives of others greatly enhances learning. Participation will be evaluated on the bases of contributions made in class discussions and the degree of engagement as others present their perspectives.

### Integrative Papers

Write integrative papers answering the following questions. Be sure to address each section of the questions and include in your response several points that relate to each grading criterion. Each

paper is to be no more than 3-3 ½ pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type. If the paper goes onto the 5<sup>th</sup> page, points will be deducted.

### **Due March 3 (10 Points)**

Reflect on your spiritual journey responding to the following questions. (1½-2 pages)

In your experience of being disciplined—nurtured, instructed in the faith:

What biblical principles discussed in class did you experience or did you not experience?

How does your spiritual journey, whether or not you are from the Wesleyan tradition, relate to John Wesley's description of the Way of Salvation?

What evidences of prevenient grace do you see in your story?

What do you see as the strengths and weaknesses of the discipling you have received?

As you think of discipling others:

What role will you give to Scripture, tradition, reason, and experience as you assist others in “doing theology”?

What aspects of a Wesleyan view of persons impress you as being most important for effective discipling, and why?

### **Grading Criteria**

Significance of reflections on personal experiences of being disciplined

Grasp of Wesleyan perspectives

### **Due April 7 (10 Points)**

Recall a lesson you taught in a church related setting. In one or two sentences indicate the topic and lesson goal. (If you have not taught, recall a class session in which you were a student.)

What methods did you (or your teacher) include in that class session which related to the learning style preference of the divergers (imaginative learners), assimilators (analytical learners), convergers (common sense learners), and accommodators (dynamic learners)? Describe why, according to the learning style theory of Kolb and McCarthy, each learning activity or teaching method was of value to specific kinds of learners. Which learners, if any, would have found very little designed for their learning style preference? Describe what was missing that they needed.

If you could teach that class again, what specific learning activities would you add to implement more fully what you have learned about learning styles and to better serve the different learners? **Be sure to give additional learning activities**, even if you think the first plan was fine and the new suggestions would only be alternate approaches. Briefly explain your reason for adding each learning activity.

### **Grading Criteria**

Grasp of learning style theory.

Ability to relate learning style theory to practice.

### **Due May 12 (10 Points)**

You came to Grace Church in June two years ago. After observing Vacation Bible School for two summers you decided that a change in curriculum is needed. A dedicated group of women have led vacation Bible school for the past 5 years; they love working together and want to lead the VBS again next summer. Each year they ordered materials from a certain publisher without looking at other possibilities, and felt good about the materials. VBS is one of the church's main means of outreach to the community. You believe there are more creative resources available that will provide more significant learning experiences for the children. A church across town used one of the resources you would like your leaders to consider. Their pastor excitedly told you about their experience and showed you a video of their VBS in action. Use Everett Rogers' paradigms as a guide for identifying elements necessary in the change process and develop an action plan for leading your VBS leaders in considering, and adopting new curriculum resources for next summer's VBS and using them more effectively. Briefly explain which aspect of Rogers' paradigms is implemented by each step in your action plan.

Your plans should implement insights from Everett Rogers' paradigm of the Innovation-decision Process, and may reflect approaches from the Collective Innovation-decision-making Process, or the Authority Innovation-decision-making Process discussed in class.

How might you integrate the insights of Nouwen and Rogers as you lead persons in the process of change?

### **Grading Criteria**

Understanding of Rogers' paradigms.

Ability to plan workable strategies based on theory and the situation.

Insightfulness on integrating Rogers and Nouwen.

### **Due April 30: Discipleship Plan Paper (20 points)**

Drawing from insights gained through the readings and class presentations of this course, conversations with church pastors and staff members involved in discipling, and research in at least two additional resources, develop a discipleship plan for all age groups in a local church or a para-church organization.

Present your plan in a 10-12 page paper.

The paper is to include the following:

Discussion of the biblical and theological principles on which the plan is based

Identification of essentials for Christian discipling and the core values to be expressed through the plan

Plans for providing the relationships, practices, and structures essential for the Christian education and discipling of all ages within the church

Means of supporting those doing the ministry of discipling

### **Grading Criteria**

Understanding of biblical and theological principles of discipleship

Grasp of essentials for discipling

Significance of plans for all ages

Workability of the plan

### **Basic Beliefs: Creative Presentation: Due May 19 (15 Points)**

Working from notes you make across the semester, develop 10-12 statements that capture your basic beliefs about effective, disciple making, Christian Education.

Statement should be significant concepts, clearly articulated in 15-30 words.

Example: Effective discipling begins with the teacher or parent's relationship with God (Deut. 6:5-6, Class 2/12/09)

The statements should provide a good overview of the course content.

Develop a creative presentation of your Basic Beliefs statements to share with others, such as your congregation, lay leadership team, or Christian education staff.

Design the presentation to take no more than 10 minutes.

Any written copy for the presentation should not exceed 1000 words.

**Include a 50-75 word statement identifying the audience you are targeting and the goal of your presentation.**

Begin early to think about the creative medium you might use.

On **May 19** you will share your presentation with three other classmates. The project may be submitted to the professor on a computer disc for power point presentations, video, or in hard copy forms.

### **Grading Criteria**

Clarity of statements

Significance of belief statements

Breadth of belief statements

Creativity of the presentation

**" A " PROJECT – SELECT ONE**

**(10 Points)****Application Dialogue and Report**

This project is open to student pastors or persons teaching weekly in the local church. You will meet for one hour each week (for a minimum of 12 times) with one or two other student pastors or teachers to discuss how you can implement in your ministry the principles being explored in this course and to evaluate applications tried.

In your dialogue sessions review key concepts from your reading and class presentations. What in your experience affirms or brings into question these ideas? Which concepts: seem to hold the greatest potential? Challenge your current thinking? Are confusing to you? Seem unworkable? Could be applied in your current ministry? How will you adjust your ministry in the light of your learning?

Each week submit one card for your group indicating the meeting time, those present, and a brief outline of the topics discussed. At mid term and at the end of the semester each person will submit a 1 - 2 page evaluation of the application dialogue experience. **Report actions taken as a result of the dialogue sessions.** Evaluations are due **April 7 and May 19.**

**Grading Criteria**

Fulfilling time requirements

significance of the applications

**Christian Education Resource Research, File and Evaluation**

Spend a minimum of 15 hours identifying sources of Christian education resources, filing information gathered and evaluating curriculum.

Set up a filing system for future use. File catalogues, brochures and other resource ideas.

Evaluate one quarter's worth of comparable resources for one age group from two different publishers. Use the **evaluation form provided in the CD511 Moodle classroom.**

Write a 2 page summary of your evaluation and assessment of the materials.

Submit your file, curriculum evaluations, and a record of time invested.

Materials are due, **in MC 108-110, May 14.** Pick them up **from MC 108-110, May 19.**

**Grading Criteria**

Organization of the file

The breadth of the resources found

The pertinence of the evaluation

Time invested

**Teaching Group**

Form a Teaching Group of three or four students from the class. Each person will design and teach two thirty minute sessions implementing the Learning Styles teaching model and teaching principles presented in CD 511. The sessions a person teaches are to be for two different age groups, children, youth, or adult. Each group member will complete an evaluation of each teaching session (**Forms available in the CD511 Moodle classroom**). Group members will provide each other with constructive feedback in a twenty-minute discussion period following each session taught. During the first week of class, meet to organize and establish a schedule. The group teaching sessions should be scheduled between **March 24 and May 14.**

Following your second presentation to the group, turn in to the professor for grading, the session plans and materials you used in teaching along with the evaluation sheets for both presentations from each participant. The presenter will also complete an evaluation form on the experience.

**Grading Criteria**

Effective implementation of the teaching model

Use of varied methods

Age appropriate content and approach

Faithful group participation.

**Research Paper**

Select a topic related to Christian discipleship, invest a minimum of 15 hours in researching the topic and writing a 10-page paper. Before beginning the project, clear the topic with the professor. The grade will be based on the breadth of the research, the significance of the insights discovered, application of the findings to Christian discipleship, and the clarity of the writing.

**Due: May 19.**

### **COURSE SCHEDULE**

| <b>Date</b>     | <b>Topic</b>  | <b>Reading</b>  | <b>Assignments Due</b>   |
|-----------------|---|---|--|
| Feb. 10         | Introduction to the Course  |   |  |
| <b>Unit I</b>   | <b>Biblical, Wesleyan Foundations for Discipling and Educational Ministries</b> |   |  |
| Feb. 12         | Biblical Principles: An Old Testament Model for Faith Formation                 | Beckwith Ch 1<br>Dean/Foster Ch1<br>Dykstra Ch 1                      |  |
| Feb. 17         | Biblical Principles: Jesus as Model Teacher.                                    | Nouwen, <i>Reaching Out</i> Ch 5<br>Dykstra Ch 2-3                    | <b>Reading Card:</b><br><i>Reaching Out</i> Ch 5                         |
| Feb. 19         | The Drama of Scripture  | Dean/Foster Ch 2-3<br>Hunt pp 6-46                                    |  |
| Feb. 24         | Developing a Biblical, Wesleyan Foundation for Discipling                       | Henderson Ch 1-2  |  |
| Feb. 26         | Developing a Biblical, Wesleyan Foundation for Discipling, cont'd               | Mark 1-4<br>Dykstra Ch 4  |  |
| <b>Unit II</b>  | <b>Basic Beliefs about Teaching and Learning</b>                                |   |  |
| Mar. 3          | Components in a Philosophy of Education   | Beckwith Ch 2<br>Stonehouse: Gender Differences                       | <b>Integrative Paper #1</b><br><b>Reading Card</b><br>Gender Differences |
| Mar. 5          | A Developmental Perspective on Education  | Stonehouse<br><i>Patterns in Moral Development</i>                    | <b>Reading Card</b><br><i>Patterns in Moral Development</i>              |
| Mar. 10         | Insights from Religious Educators   | Nouwen – <i>Creative Ministry</i> , Ch. 1<br>Dykstra Ch 5<br>Mark 5-8 |  |
| <b>Unit III</b> | <b>The Pastor, an Effective Teacher</b>   |   |  |
| Mar. 12         | Critical Teaching Skills I  | Hunt pp. 48-95  |  |
| Mar. 17         | Critical Teaching Skills II   | Hunt pp. 96-124   |  |

|                |  |   |   |
|----------------|--|---|---|
| Mar. 19        | Learning and Teaching Styles   | Wimberly Prologue, Ch 1-2                                 | <b>Complete</b> Kolb Learning Style Inventory   |
| Mar. 24        | Strategies and Models for Applying Learning Styles Theory              | Wimberly Ch 3-6   | <b>Reading Card</b> Wimberly  |
| Mar. 26        | The Teaching Church  | Carr Ch 2<br>Browning Ch 3<br>Mark 8-12                   | <b>Reading Card</b> Carr and Browning<br><b>Integrative Paper #2</b><br><b>Reading Card:</b> Hunt |
|                | <b>Reading Week</b><br>March 30 - April 3                              |   |   |
| <b>Unit IV</b> | <b>Discipling across the Life-Span</b>                                 |   |   |
| Apr. 7         | Making Disciples in Changing Times                                     |   |   |
| Apr. 9         | Ministry with Children   | Beckwith Ch 3-6   |   |
| Apr. 14        | Adult Ministries   | Dean/Foster Ch 4-7  |   |
| Apr. 16        | Youth Ministries   | Anthony 176-184,<br>Dean/Foster Ch 8-10                   |   |
| Apr. 21        | Discipling in Small Groups   | Henderson Ch 3-4  | <b>Reading Card:</b> Henderson  |
| Apr. 23        | The Sunday School: Effective Today?                                    | Beckwith Ch 7-9   | <b>Reading Card</b> Beckwith  |
| Apr. 28        | The Evangelism and Outreach Potential of Christian Education           | Dean/Foster Ch 11-13<br>Mark 13-16                        | <b>Reading Card</b> Dean/Foster   |
| <b>Unit V</b>  | <b>Empowering Laity for Discipling</b>                                 |   |   |
| Apr. 30        | The Process of Bringing about Change in Christian Education            | Nouwen – <i>Creative Ministry</i> Ch. 4<br>Dykstra Ch 6-7 | <b>Group Discipling Plan</b><br><b>Reading Card:</b> <i>Creative Ministry</i> Chapters 1 and 4    |
| May 5          | The Pastor as Change Agent   | Dykstra Ch 8  |   |
| May 7          | The Pastor Leading the Laity in Christian Education Ministry           | Dykstra Ch 11-13  |   |
| May 12         | The Pastor and the Recruiting of Lay Volunteers in Christian Education |   | <b>Integrative Paper #3</b>   |



|           |   |                 |                                       |
|-----------|---|-----------------|---------------------------------------|
| May<br>14 | Vision for Discipleship                           | Dykstra Ch 9-10 | <b>Reading Card:</b><br>Dykstra       |
| May<br>19 | Presentation of Final<br>Projects – 12:30-1:30 PM |                 | <b>Basic Beliefs<br/>Presentation</b> |

**Identify all papers and exams with only your**

**SPO NUMBER and STUDENT IDENTIFICATION NUMBER.**

**All papers are to be type written, double-spaced, and in 12 point type.**

**Document the source of ideas and quotes using an official form of documentation.**

**Inclusive language is to be used when referring to human beings in writing and speaking.**

**SUBMIT ALL PAPERS IN AN ENVELOPE TO BE RETURNED THROUGH THE SPO**

### **CLASS ATTENDANCE**

The input and interaction in class sessions are important in the learning process. Regular class attendance is therefore expected.

### **Grading**

| Grading                             |     |  |  |  |  |
|-------------------------------------|-----|--|--|--|--|
| Potential Points                    |     | Course Grade Scale   |  |  |  |
| Class Participation                 | 10  | 95-100    A    80-82.4    B-<br>90-94.9    A-    77.5-79.9    C+<br>85-89.9    B+    75-77.4    C<br>82.5-84.9    B    72.5-74.9    C- |  |  |  |
| Integrative Papers – 3x10           | 30  |  |  |  |  |
| Discipling Plan                     | 20  |  |  |  |  |
| Basic Beliefs Creative Presentation |     |  |  |  |  |
| 15                                  |     |  |  |  |  |
| Reading                             | 15  |  |  |  |  |
| “A” Project                         |     |  |  |  |  |
| <u>10</u>                           |     |  |  |  |  |
| Total                               | 100 |  |  |  |  |